

Abstract

The extent of coherence and shared vision between position holders in education systems contributes to its success. This study examines the extent of coherence regarding teachers' professional development in the Israeli education system. Conducting 29 interviews with teachers, principals, and regional and national superintendents of professional development outlined the discrepancies and the agreements in three major themes: (1) the essence of professional development (2) the role of the principal (3) factors that hinder or stimulate professional development. The current study provides a unique view of different perspectives between the layers in education systems and contributes practical implications for improving the way education systems promote teachers' professional development.

Keywords: coherence, professional development, teacher education